

**Kentucky Department of Education
Division of Exceptional Children Services**

2008-2009 Reporting Year
KCMP Monitoring Document

Fourth Quarter March – May, 2010

Individuals with Disabilities Education Act

Kentucky Continuous Monitoring Process Self-Assessment
(KCMP)

Cumberland County

District

141

District Number

SUBMIT THIS FILE TO YOUR LOCAL SPECIAL EDUCATION
COOPERATIVE DIRECTOR VIA EMAIL

April 30, 2010

**Kentucky Continuous Monitoring Process
District Self-Assessment
Monitoring Document
Reporting SY 2008-2009 Data**

District Name:	Cumberland				
District Number:	141				
Date(s) of District Review Meeting(s):	4/5/10				

Names and Titles of the people who served on the District Review Team: (Including at least one parent of a student with disabilities):			
Name	Title	Name	Title
Dennis Smith	Director of Special Education	Joyce Daniels	District Special Education Coordinator
Paulette Andrews	Special Education Teacher	Heather Muse	Special Education Teacher
Gleda Hall	Special Education Teacher	Melanie Willis	Special Education Teacher
Emily Allen	Special Education Teacher	Karen Proctor	Speech/Language Therapist Assistant
Dana Harlan	Speech/Language Therapist	Cindy Hurt	Special Education Teacher
Debbie Tompkins	Special Education Teacher	Debbie Garner	Special Education Teacher
Brandon Combs	Special Education Teacher	Kaye Graham Bright	High School Principal
Michelle Morgan	Curriculum Specialist	Lisa Perdue	Curriculum Coach
Elaine Webb	District Assessment Coordinator		

Indicator 3

Indicator 3:

Participation and performance of children with IEPs on statewide assessments:

- A. NA. This is a state level indicator
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level; modified; and alternate academic achievement standards.

OSEP Requirement: State Performance Plan Indicator 3

State Target:

FFY 2008	Measurable and Rigorous Targets							
Indicator	3B - Participation for Students with IEPs				3C - Proficiency for Students with IEPs			
Targets for FFY 2008 (2008-2009)	Reading		Math		Reading		Math	
	100%		100%		39.82%		38%	
Actual State Data for FFY 2008 (2008-2009)	#	%	#	%	#	%	#	%
	48,148	100.00	47,193	100.00	20,178	41.91	18,088	38.33

Data Source: Offices of Assessment and Accountability Student Data Tool and District Performance Report

Indicator 3 Data								
FFY 2008	Measurable and Rigorous Targets							
Indicator	3B - <u>Participation</u> for Students with IEPs						3C - <u>Proficiency</u> for Students with IEPs	
Targets for FFY 2008 (2008-2009)	Reading			Math			Reading	Math
	100%			100%			39.82%	38%
Actual District Data for FFY 2008 (2008-2009)	Enrolled With IEPs	Tested	Percent Participation	Enrolled With IEPs	Tested	Percent Participation	Percent Proficient	Percent Proficient

When entering percents, enter as a value four places after the decimal point so that 55.25% would be entered as '.5525'.

100.00% should be entered as a whole number of "1" without decimal points.

Data for **3B.** and 3C above comes from the third and fourth pages of the district wide ***NCLB AYP Report for 2009*** found at this link:

<http://applications.education.ky.gov/ktr/default.aspx>

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Indicator 3

Data Analysis

Cumberland County did not meet Adequate Yearly Progress (AYP) for the 2008-2009 school year. The AYP has fluctuated over the past 4 years. In 2005, the district made 80% of the target goals. In 2006, the district made 90% of the target goals. In 2007, Cumberland County made 100% of the target goals. In 2008, the district made 90% of the target goals. In 2009, the district made 90% of target goals. Some progress toward meeting AYP was made in 2009, but the progress was not significant enough to change Tier status. The district has been implementing various activities to help improve their AYP percentage. Some of the activities to improve the districts AYP include: Math and Reading Intervention blocks are included in students' daily schedules (to focus on individual needs of each student, in reading and/or math), participation in Assist Team meetings with Target Assistance Coach from the Kentucky Department of Education (to obtain ideas and set goals for improving AYP percentage and for depleting the district's Tier status), the elementary school (which is a Tier 2) has a Professional Development Resource Teacher (gathers and distributes resourceful information to teachers concerning students' areas of needs in reading and/or math), the elementary school is also an active participant of the Math Achievement Grant (focuses on improving students math skills), the elementary school also has Math Intervention Teacher (gathers and distributes math intervention strategies and ideas to teachers focusing on students struggling in math), the elementary school has restructured their referral process (set specific guidelines/criteria for when and how a referral is to be initiated for a student), a district-wide Curriculum Specialist is available for all (helps develop ideas to address core content on individualized levels (oversees A+ Learning Program)), and a district-wide Curriculum Coach is available for all schools (helps develop curriculum ideas for students on individualized levels).

Indicator 3 Continued on Next Page

Indicator 3 – (Continued)

Root Causes		
Root Causes for Districts that DID NOT MEET Target (Place an X by the root cause that most significantly impacted performance)		Root Causes for Districts that MET Target (Place an X by the root cause that most significantly impacted performance)
<input type="checkbox"/>	Not all students have access to core content and higher order thinking skills	
<input type="checkbox"/>	Staff have lower expectations for students with disabilities and their instructional practices reflect this belief	
<input type="checkbox"/>	Failure to differentiate instructional practices based on individual needs of students with disabilities	
<input type="checkbox"/>	Failure of district and/or school administration and teachers to monitor individual students who are not meeting targets	
X <input type="checkbox"/>	Failure to match evidence-based instructional practices and interventions to the specific needs of the student. Failure to track on-going progress to modify instruction	
<input type="checkbox"/>	Teachers do not receive PD on evidence-based instructional practices and interventions with built in follow-up and monitoring	
<input type="checkbox"/>	Other (Specify):	
<input type="checkbox"/>	ALL students have access to the core content and higher order thinking skills	
<input type="checkbox"/>	ALL staff have high expectations for students with disabilities and their instructional practices reflect this belief	
<input type="checkbox"/>	Professional development and support for teachers and administrators on differentiation of instructional practices based on individual needs of students	
<input type="checkbox"/>	Assessment data is disaggregated down to the individual student	
<input type="checkbox"/>	Instructional practices and interventions are specifically selected to meet the individual needs of the student and progress is tracked to modify instructional practices	
<input type="checkbox"/>	Teachers receive PD on evidence-based instructional practices and interventions with built in follow-up and monitoring	
<input type="checkbox"/>	Other (Specify):	

Indicator 3 Continued on Next Page

Indicator 3 – (Continued)

Explanation and Evidence of Root Causes

The root cause for the Cumberland County school district not meeting the AYP target goals is the failure to match evidence-based instructional practices and interventions to the specific needs of the student. Failure to track on-going progress to modify instruction. Evidence-based instructional practices have always been followed, but have not always been tailored to meet student’s individual needs. The root cause of the AYP target goals not being met in Cumberland County has been a major factor in establishing activities throughout the district to improve the AYP percentage and meet goals.

Indicator 3 Continued on Next Page

Indicator 3 – (Continued)

Activities with Action Steps, Resources, Explanation of Progress and Progress Status

Activity 1

Use the A+ Learning assessment to identify students who need intervention (areas of curricular concern) for intensive intervention for some students and progress monitoring.

Action Steps for Activity 1

Action Steps		Status by Date*				Explanation of Progress
1	Students will take A+ Learning Inventory.					
2	Teachers will become aware of students' needs and skills.					
3	Teacher will tailor instruction to meet students' needs.					
4	Students will be placed in intervention programs to address students' needs.					
5	Teachers will monitor students' progress through A+ Learning lessons and assessments.					

* **NI** = Not Implemented; **I** = Implemented; **IP** = In Progress; **O** = Ongoing; **C** = Completed; **D** = Discontinued

Resources:

A+ Learning computer-based program, District Curriculum Specialist, and District Curriculum Coach

Activities with Action Steps, Resources, Explanation of Progress and Progress Status

Activity 2

Schools will include a set intervention time to identify and address individual student needs.

Action Steps for Activity 2

Action Steps		Status by Date*				Explanation of Progress
1	Administrators will include a time in each grade's schedule for intervention.					
2	Student's placement for block intervention will be based on individual student needs.					
3	Teachers of each intervention group will plan and teach according to students' needs.					
4	Students' progress will be monitored by teacher assessments and/or computer based assessments.					
5	Students will be moved to different skill groups as needs are met/mastered.					

* **NI** = Not Implemented; **I** = Implemented; **IP** = In Progress; **O** = Ongoing; **C** = Completed; **D** = Discontinued

Resources:

Administrators, District Curriculum Specialist, and District Curriculum Coach

Indicator 8

Indicator 8:	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
OSEP Requirement:	State Performance Plan Indicator 8
State Target:	Twenty-nine and a half percent (29.5%) of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
Data Source:	KDE Parent Survey.

Indicator 8 Data

Indicator 8 – (Continued)

Data Analysis

Cumberland County School District facilitates parent involvement as a means of improving services and results for children with disabilities through the following activities: teachers make periodic phone calls to parent (to discuss students' achievements, behavior, and or academic needs), teachers make themselves available during planning time to communicate with parent s, teachers send IEP progress reports home each 9 weeks, the ARC makes sure parents understand each meeting's topics and discussions, the district provides an annual newsletter to parents addressing special education topics, and an open house (parent/teacher conference) is scheduled each semester.

Indicator 8 Continued on Next Page

Indicator 8 – (Continued)

Activities with Action Steps, Resources, Explanation of Progress and Progress Status						
Activity 1 Provide a Student Transition Preparation Brochure for parents and students at the beginning of the school year (of transitioning age) that includes information about organizations that offer support for parents of students with disabilities.						
Action Steps for Activity 1						
Action Steps		Status by Date*				Explanation of Progress
1	District personnel will collaborate to develop a Student Transition Preparation Brochure.					
2	Teachers will distribute brochures to parents of transitioning students at the beginning of the school year.					
3	Teachers will answer any questions parents may have concerning Student Transition Preparation Brochure.					
4	Teachers will discuss students' post high school options and support organizations during transition meetings.					
5						
* NI = Not Implemented; I = Implemented; IP = In Progress; O = Ongoing; C = Completed; D = Discontinued						

Activities with Action Steps, Resources, Explanation of Progress and Progress Status

Resources:

District personnel, support organizations, and Caveland Special Education Cooperative

Activity 2

The district will send a letter of encouragement for survey participation to parents prior to beginning of state survey.

Action Steps for Activity 2

Action Steps		Status by Date*				Explanation of Progress
1	District will develop a letter of encouragement (addressing what/when to expect survey and it's importance) for survey participation to parents.					
2	The district will send letter of survey participation to parents prior to the beginning of state survey.					
3	District will analyze the state's survey results and proceed from the findings-either by remaining consistent with practices in use, or making improvements to them.					
4						
5						

* **NI** = Not Implemented; **I** = Implemented; **IP** = In Progress; **O** = Ongoing; **C** = Completed; **D** = Discontinued

Activities with Action Steps, Resources, Explanation of Progress and Progress Status
Resources: Kentucky Department of Education, Caveland Special Education Cooperative, district personnel, and parents.